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AUTHOR McGeehan, Alexis; Han, Jea
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ABSTRACT

This thesis project describes an experiment with elementary students to see if cultural education changes students' attitudes about the culture studied. Two classes of fourth grade students were selected from a city and a county school in the central Virginia area. One class from the city school system was fairly homogeneous with 15 of the 18 students African American and 3 Caucasians; there were 10 females and 8 males. The 21 member class from the county school system was more diverse with seven African Americans, four Asian Americans, one Hispanic, and one Middle Eastern child; there were 11 female and 10 male students. Both classes were given a pre survey containing six positive and six negative statements about Korean culture, with which the students were to agree, disagree, or indicate they did not know the answer. Results were tabulated. Students were then taught three interactive lessons about Korean culture by a Korean American student teacher. After the lessons, the same survey was given to determine any changes in attitudes by the students. The hypotheses tested were that the cultural education would have a noticeable positive effect on students' attitudes and that the effect would be greater in the heterogeneous class. When the difference scores of the heterogeneous class were compared to the difference scores of the homogeneous class, no statistical difference was found. The results clearly show that multicultural education has a positive effect on students' attitudes. The lesson plans used for teaching about Korea are included. A review of the literature on multicultural education is presented, along with a rationale for greater cultural awareness in a student population growing more culturally diverse. (EH)

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Does Cultural Education Affect Children's Attitudes?

Alexis McGeehan and Jea Han

University of Virginia

Curry School of Education

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ABSTRACT

The purpose of this thesis project was to see if cultural education changes students' attitudes. Some aspects of the Korean culture were taught in three interactive lessons to two fourth grade classes. In one class, 15 out of 18 students were Afro-American while the other class was more diverse in cultural backgrounds. Students were given a pre survey where they chose to agree, disagree, or put don't know for both positive and negative statements about Korean culture. Then students were taught three interactive lessons about Korean culture by a Korean-American. After the lessons, the students were given the same survey to determine any changes in attitudes. The hypothesis was that cultural education would have a noticeable and positive effect on the students' attitudes and that the effect would be greater in the heterogeneous class.

Does Cultural Education Affect Children's Attitudes?

I. INTRODUCTION:

The topic of multicultural education covers a huge and broad range of ideas which are very important and necessary. As I student taught, I observed students' responses to my cultural identity as an Asian American. Many of these responses were ignorant and often offensive to me. Most students had not been exposed to Asian cultures because of the small number of Asians living in this area. In many of the students attitudes, I also found an intolerance of other cultures and prejudices students held against each other because of color, race, or other differences. Because the co-author Alexis McGeehan and I were both interested in multicultural education, we teamed up to study whether cultural education could help solve some of the problems of ignorance and

intolerance of other cultures.

As classes become increasingly more diverse, teachers will need to deal with students from different cultural backgrounds. Multicultural education is becoming essential to the successful integration and acceptance of other cultures in the classrooms.

The purpose of this study is to see if education in one culture has any effect on students' attitudes towards that particular culture and if the effects of change are greater in a more culturally diverse classroom. Two fourth grade classes were chosen for the study. One class room was mostly homogeneous in the sense that 15 out of 18 were Afro-Americans. The other fourth grade class was more culturally diverse with Afro-Americans, Asians, Hispanics, and also a Middle Eastern child. Both classes were given a survey about Korean culture and then taught the same interactive, cultural lessons. After the lessons, the same survey was given to both classes to measure the differences in scores before and after the

cultural education.

We were expecting to see changes from the data supporting the idea that cultural education has a positive effect on childrens' attitudes. We felt that educating and familiarizing students about a different culture would make them more open and tolerant of that culture. The changes in data between the two classes would be compared to see which class had a greater change in attitude. We predicted that the heterogeneous class with students from various cultural backgrounds would have a greater change in attitude because of their exposure to diverse cultures in the classroom. Because of the class make up, these students would be exposed to more different cultural backgrounds and may have developed skills to deal more effectively and positively with people from culturally different backgrounds.

The first part of our paper will present our research into the literature about multicultural education and the Korean

culture. Then we will describe the students in our study and give background information about them. We will also discuss our methodology, the devices we used, and how the study was designed. Then we will discuss our data and the analysis for our data. Finally, we will conclude and discuss various implications and factors that could have influenced our study.

II. LITERATURE REVIEW:

Multicultural education is a broad reform movement which deals with the educational problems of ethnic minority groups, women, disabled people, religious groups, and many other groups. Multicultural education is a huge concept and has many different facets. In this literature review, I will be discussing multicultural education in general and then applied to the ethnic group of Asian Americans and more specifically to Koreans.

Since the Immigration Reform Act of 1965, the United

States has experienced a great influx of immigrants from 1971 to 1980. Most of these immigrants came from non-European countries like Asia and Latin America. The number of Asians in the United States increased from 1.4 million in 1970 to 3.5 million in 1980 (Banks, 1988). These new immigrants faced similar difficulties and obstacles as the European immigrants did before them, but they had a harder time assimilating into the mainstream society because their physical characteristics were very different from the majority of the people. The new immigrants brought new and different cultures with them which would have a great impact on American culture.

Social scientists have many different definitions of culture which are constantly changing. They emphasize the intangible and symbolic aspects of group life as the most important aspects of culture. Culture encompasses the values, symbols, and perspectives that distinguish one people from another. Some elements of culture are values, behavioral styles, languages,

nonverbal communication, and perspectives (Banks, 1988).

A cultural ethnic group is a group that shares common values, experiences, linguistic traits, and behavioral characteristics. Individuals are born in to the group and become socialized within the group. Members of a cultural ethnic group are proud of their group identification and usually pass the symbols, languages, and traditions of their culture to the next generation (Banks, 1988).

Within the many different Asian Americans in the United States, there are many different cultures. Asian Americans are one of the most highly diversifie ic groups. They vary in their culture and also in their physical characteristics (Banks, 1987). Some examples of Asian Americans are Chinese, Filipinos, Vietnamese, Japanese, Koreans, Laotians, Thai, Cambodians, and Pakistanis. The Asian American culture is a culture that is studied the least in the elementary schools.

One may ask, is there really a need for multicultural

education? Studies have shown that even infants have noticed racial differences in individuals. For example, a three month old white infant had a startled reaction the first time he met his African-American baby-sitter. This reaction was not evident when he met strangers of his own race (Ramsey, 1987). During the elementary school years, children take in more of the common social attitudes and become more segregated racially. As the concept of "us" versus "them" becomes established, students' feelings and ideas about racial differences crystallize. By middle and high school, students discourage peers from intergroup contact, making cross-group relationships next to impossible (Ramsey, 1987).

The new influx of immigrants has a great impact in our nation's schools. In 1984, the enrollments of twenty-three of the twenty-five of the nation's largest cities were made up by ethnic minorities. It is estimated that 30 percent of all the students in the public schools will be ethnic minorities by 1990 (Banks,

1988). There is definitely a need to teach about different cultures and races. The news is full of racial tensions between different ethnic groups. Children need to be educated to change the ignorance, fear, and rejection of people who are from different cultures.

What are some of the goals of multicultural education? Multicultural education assumes that ethnic diversity is a positive part of society because it enriches the nation and teaches people to perceive and solve problems with different perspectives (Banks, 1988). The major goal of multicultural education is to provide every student an opportunity to achieve his or her potential. Multicultural education also provides cultural and ethnic alternatives which help students enrich their personal and public lives.

Another goal of multicultural education is to provide all students with skills to successfully work within their ethnic groups as well as in the mainstream culture. This ability to

adapt to different cultures is very important. Many members of ethnic or racial groups experience the pain of discrimination because of their unique racial and physical characteristics. Often these students try to assimilate into the mainstream culture by ignoring or denying their ethnic backgrounds which cause even more problems for them. Through multicultural education, students also learn to appreciate different groups and have a positive attitude towards people who are different from themselves. Student are also empowered to be socially responsible and active participants in a diverse society.

Three major components are needed to develop a successful multicultural classroom: the curriculum, the teacher, and the students. In the curriculum, multicultural activities should be ongoing and integrated daily, not just used in separate units according to different seasons (Covert, 1994). It is important to have two underlying concepts in a multicultural classroom. First, all people are alike in that they have the same

basic needs like water, food, shelter, respect, and love. Second, different groups of people fulfill these needs in different ways. For example, different people live in different types of house and eat different types of food. Similarities and differences should be emphasized together. (Lay-Dopyera & Dopyera, 1987) Since it is impossible to teach students about all the different cultures, the curriculum must include tools in learning about different cultures so that students can apply the tools to new cultures.

A Japanese American first grade teacher, Valerie Ooka Pang has the similar opinion that a connection between cultures must be made (Pang, 1988). After teaching her class about the Japanese culture, she realized that she might have isolated the Japanese culture from the American culture and even reinforced the stereotypes. She talks about presenting a "balance between our national identity as Americans and our diverse ethnic heritage". She emphasizes the similarities as well as the

differences between the two cultures (Pang, 1988).

Another important component of a successful multicultural class is the teacher. Teachers find the task of teaching multiculturally challenging because appreciating others' cultures is difficult when one has limited experiences. Also, there are so many different cultures that it is difficult to choose which ones to teach. If teachers model acceptance of people who look, speak, and dress differently, the children will emulate the teachers' attitude. Teachers also need to develop an awareness for others' cultures so that actions of students from different cultures will not be misunderstood or misinterpreted. America is multicultural and the need for effective communication among the cultures should motivate teachers to be more multicultural. Good teachers must know their students and multicultural teachers will take the initiative to get to know the students' backgrounds. Reading and interacting with others from different cultures can give definite insights (Boutte and

McCormick, 1992).

Students are the reason for multicultural education. By age eight, students have the ability to categorize people by many different attributes. Children and adults alike create meanings through their experiences (Patton, 1990). Children come in to the classroom with a set of ideas and values about different people. It is important in a multicultural classroom to promote self-esteem, recognition, and respect for all cultural groups while connecting the different cultures with the student's culture through the similarities (Starvo, 1993).

III. METHODOLOGY:

Through my research, we realize that it will be impossible to teach kids to think multiculturally in a few lessons. Our purpose is not to transform the student's mind but to make an impact on the students' attitudes and beliefs towards a culture

that is very different from their own. We would like to see the effects of cultural education and also if there is more of a change in attitudes in a culturally diverse classroom compared to a classroom without much cultural diversity.

Subjects

For this study, a heterogeneous group of fourth grade students was compared to a homogeneous group of fourth grade students. The two classes were selected from a city and a county school in the central Virginia area. The city school is located in a mid-sized town in central Virginia. Overall the town is diverse not only ethnically, but also socio-economically. The first class was a fairly homogeneous class selected from the city school system. The class had a total of 18 students. There were 10 female students and eight male students. 15 out of 18 students were African-American. The remaining three students were Caucasian. This class is a typical elementary classroom

and includes students of all intellectual levels.

The second class was a heterogeneous group selected from a county school system. The class had 21 students participating in the study. There were 11 female students and 10 male students. The class had one Middle Eastern student, one Hispanic student, four Asian-American students, seven African-American students, and eight Caucasian students. This class was similar to the first class in that they had various intellectual levels.

Measure

For the study we designed our own survey to measure student's attitudes and knowledge about Korean culture. The survey consisted of 12 statements regarding Korean culture. Six of the 12 statements were positive and the remaining six were negative. Positive statements were statements that were either true or unstereotypical statements about Korean culture.

Negative statements were statements that were untrue information or showed negative stereotypes about Korean culture. Each statement was followed by a rating line where students could mark the term "agree, disagree, or don't know" about the statement. Statements were scored on a scale of one to seven. Agreement with stereotypical statements or false information yielded a high score of seven. Agreement with unstereotypical statements or true information yielded a low score of one. Markings of uncertainty received a middle score of four. Overall the surveys were scored so that low scores indicated more positive attitudes toward Korean culture and high scores indicated more negative attitudes about Korean culture.

Design

The study was conducted in three steps. The first step was the administering of the pre-test survey to students. In the

second step, students participated in three lessons about Korean culture. The final step was the administering of the post-test survey to students following completion of the lesson.

At the beginning of the study, the pre-test survey was administered to each class. The same method was followed for both classes. Students were told that the purpose of the survey was to find out how much fourth grade students knew about Korean culture. Before students filled out the survey, instructions were given on how to fill out the survey and an example was used for practice before beginning. Students were instructed that each statement would be read out loud and if they did not understand a word or statement they should ask for help. Students were also instructed to decided whether they agreed, disagreed, or did not know the answer to the statement, and darkly mark their answer on the rating line beneath the statement. Students were told that all statements should be answered and no statements should be left blank.

In the second phase of the study, students participated in three interactive lessons about Korean culture. The lessons were taught by a native of Korea and included hands on activities for the students to participate in.

In the first lesson students learned several terms from the Korean language and appropriate Korean greetings. This lesson was followed by a lesson on Korean food and folk tales. Students participated in an activity where they cooked a Korean food called Mandu. After students had prepared the Mandu, they worked in groups to present skits of traditional Korean folk tales. During the final lesson, students learned about the traditional costume worn by Koreans on special occasions, discussed special holidays and events, and played a traditional Korean game.

Following the three lessons, students were given the post-test survey. Students were told that the surveys would be used to find out how much they had learned about Korean culture

from the three lessons. The same procedure was followed for administration of the post-test survey as was followed for the pre-test survey. After data was collected for pre and post test surveys, individual and class averages were calculated for pre-tests, post-tests, and differences between the two tests. This data was used to conduct T tests to determine the statistical significance of cultural education on the attitudes and knowledge of fourth grade students.

Analysis

Each question was scored individually and each student was given an average score for all 12 statements on the survey. Students were given an average score on the pre-test survey and the post-test survey. In addition, difference scores were calculated to measure the amount of change from pre-test to post-test. Individual averages were used to calculate class averages for the pre-test, post-test, and difference scores. Class

averages were used to conduct several t-test comparisons. T-tests, using a .05 alpha level, were run to analyze pre and post scores of each individual class, and to compare the difference scores of the heterogeneous class to the difference scores of the homogeneous class.

IV. RESULTS:

The first t-test conducted analyzed the means of the heterogeneous class on the pre and post-test surveys. The class mean on the pretest was 3.23. The class mean on the post test was 2.31. Using this data, a $t(18) = 5.45$, $p<0.0001$ was calculated. Based on a .05 alpha level this was found to be statistically significant. Based on this result it can be concluded that there was a significant difference between pre and post-test scores.

The second t-test analyzed the means of the homogeneous class on the pre and post-test surveys. The class mean on the

pre-test was 3.60. The class mean on the post-test was 2.79. Using this data, a $t(15) = 3.214$, $p=0.0058$ was calculated. Based on a .05 alpha level, this result was found to be statistically significant. It can be concluded that there was a significant difference between pre and post-test scores. The results of the t tests analyzing mean scores for both classes is presented in graph form.

Insert Figure 1 about here.

The third t-test conducted, compared the mean difference score of the heterogeneous class to the mean difference score of the homogeneous class. The mean difference score for the heterogeneous class was -0.89. The mean difference score for the homogeneous class was -0.81. Using this information, a $t(13) = 0.437$, $p=0.6694$ was calculated. Based on a .05 alpha level, this result was not statistically significant. It can be

concluded that there was no significant difference in the amount of change experienced by the heterogeneous class as compared to the homogeneous class. The result of the t test conducted on the difference scores is presented in graph form.

Insert Figure 2 about here.

V. CONCLUSION:

Based on the results of this study, several conclusions can be drawn. First, it can be concluded that each class experienced a significant change from the pre to the post-test surveys. In addition, it can be concluded that there was no difference in the effectiveness of cultural education between the heterogeneous class and the homogeneous class.

The negative difference scores of each class are representative of the fact that each class's average score went

down following the teaching of three interactive lessons on Korean culture. This supports our hypothesis that each class would experience a positive effect following cultural education since a lower score is indicative of fewer stereotypical attitudes. Both the heterogeneous and homogeneous class experienced a change of almost one rating scale point. When analyzed using a t-test, this result was found to be significant.

When the difference scores of the heterogenous class were compared to the difference scores of the homogeneous class, no statistical difference was found. This contradicted our hypothesis which stated that a heterogeneous class would experience more positive benefits from cultural education than a homogeneous class. Although our hypothesis expected otherwise, this result can be viewed quite favorably. Using this information it can be concluded that it makes no difference whether a class is heterogeneous or homogeneous for cultural education to be effective.

Despite the successful results of our study several alternative explanations may be considered. The small sample of the study makes it difficult to generalize these results to a larger population. Also, due to the scheduling of the lessons the heterogeneous class was always taught each lesson after it had been taught to the homogeneous class. Finally, the problem of the reliability of fourth grade students reporting their attitudes may have affected the results of the study. In order for the study to have improved generalizability several things could be included for further research.

A greater number of subjects needs to be included in future research on the effectiveness of cultural education. Also, other cultures should be explored as well. Future studies should include follow up surveys to test the longevity of the effects of cultural education. Research shows that multicultural education is more effective as it is integrated into the curriculum. A study can be done to study the affects of multicultural education as it

is integrated and continued throughout the school year.

Clearly the issue of multicultural education is an important one that is central to the successful education of students in the United States. As classrooms become more and more diverse, teachers need to be better trained and equipped to deal with the diversity in the classroom. Teachers may turn the diversity in the classroom into positive learning experiences for the children through multicultural education. The results clearly show that multicultural education has a positive effect on the students' attitudes and the students who participated in the study really enjoyed interacting in a culture that was new and different from their own.

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Appendix A: Rationale for the Lessons on Korea

As noted before, not much is known about Asian cultures in the elementary schools. In my field placements, I came across many ignorant comments about Asians and their different cultures. Many students had never interacted with a Korean person and most assumed that I was either Chinese or Japanese. I wanted to teach about an Asian culture to see if cultural education would change student's attitudes. I chose specifically Korean culture because it is one I am most familiar with and one that the kids are not familiar with, and a people group that they do not come into much contact with. I will be teaching the same lessons to a somewhat homogeneous class of Afro-Americans and a heterogeneous class with different ethnicities and cultures.

Appendix B: The Culture

Students learn more about culture by experiencing rather then simply reading about it. Although it is impossible to reduce the richness of Korean culture to a few lessons, there are many hands-on activities that will teach students to interact with the culture. Korea is a small country located near China and Japan. It is a peninsula which is divided in two, with a North Korea and a South Korea. The capital of South Korea is Seoul, which is most currently known for hosting the 1988 Summer Olympics. South Korea is a democratic government while North Korea is a communist government.

Korean music has many varieties and the people treasure the traditional forms. The traditional form of music had bells, gongs, and drums. These instruments were used in traditional folk music (Van Decar, 1988). Many modern artists excel in the Western classical and rock styles. The teacher can make the connection between the variety of music in the states and the

modern rock styles to the Korean music.

With the Korean folk music, came the Korean folk dance. The farmer's dance developed as a response to a system of cooperative labor. The music and dance helped eased the boredom and fatigue of hard physical work (Van Decar, 1988). These folk songs can be related to the folk songs that the slaves sang as they labored in bondage.

The traditional Korean costume is the hanbok. Most people now days wear Western clothing like we do here but on special occasions people still wear hanboks. If possible the teacher can bring in a costume or a picture of it. He or she can also explain that in the olden days, unmarried males and females wore their hair in a pigtail down their back. After they got married, females put their hair up with a decorative pin while males wore their hair in a topknot.

Most people love to eat and food is a universal topic that we can all relate to. Making a Korean dish in class opens the

way to teach students about Korean foods and Korean table manners. Students can compare how they are different from the foods and manners in the States. For example, it is impolite to pick up a utensil before the elders have begun eating. One must never use fingers to pick up food, only utensils like spoons or chopsticks. Guests should leave a little food on the plate so the hosts will not be embarrassed that he or she has not served enough food. The Korean diet is high in grain and vegetable content. Their diet is much lower in calories, sugar, and fat content compared to the typical American diet. Many of the Korean foods are spicy because of the many spices they use (Van Decar, 1988).

The Korean alphabet was created during the 1400's by King Sejong. The phonetic alphabet is made up of 24 symbols and is called Han-gul. Before the 1400's, the Koreans used Chinese characters to write. Korean culture is full of traditional rules that stress the importance of respecting elders and

education. People respect elders by greeting them with a bow and also using formal language instead of slang. Education is also an integral part of life. In Korea, students must take entrance exams at each level to go to elementary school for 6 years, middle school for 3 years, high school for 3 years and college for 4 years. Unlike the United States where children are required to go to school, it is a privilege for Korean students to attend school. Because of the lack of space and opportunities, competition is fierce to get into good schools. Students study long hours and work very hard to continue their education (Facts About Korea, 1977).

Korean folktales also demonstrate many of the values and morals that Koreans hold dear. For example, the values of responsibility to the family and the community and the virtues of sharing and forgiveness. Children can compare the similarities between the Korean and Western folktales.

Appendix C: Korea Lesson 1: INTRODUCTION- LANGUAGE AND MANNERS

OBJECTIVES:
1. Given some facts about Korean culture and manners, students will have a better understanding and an appreciation of the Korean culture.
2. Students will learn some basic Korean words.
3. Students will learn about the traditional way of life in Korea.

MATERIALS:
Globe, work sheet of Korean words, fact sheet of traditional family life, 6 index cards with different scenarios, fact sheet about Korea

PROCEDURE:
1. Ask students where Korea is on the globe. Do you know any Koreans? What are they like?
2. Ask students what they know about Korea. Make a list on the board. Discuss what the students say and clear up any misconceptions.
3. Ask the students: Do you think any culture or race is better than another? Why? What are stereotypes? What kind of stereotypes are there about Asians? Do you think they are true?
4. Tell students that we are going to spend a few days learning about Korea. Teach students some basic Korean words like greetings, saying thanks..etc. Pronounce it for the students and let them repeat. Practice with them several times.
5. Give students fact sheets about the traditional way of life and take turns reading. Ask what the traditional way of life was like in America? Compare and share both differences and similarities.
6. Divide students in groups of 3- 4 and give them a scenario. Ask students in the groups to discuss and answer the following questions:
    1. What is the problem in the scenario?
    2. Which traditional rule applies?
    3. What is the best possible solution?

EVALUATION:
Have students answer the question: What is a new thing I learned about Korea?

Appendix D: Korea Lesson 2: FOOD AND FOLK TALES

OBJECTIVES:
1. Following a recipe, students will learn to make a Korean dish called Mandu.
2. Students will be exposed to some popular Korean folk tales.
3. Given a specific folktale script, students will work together in groups and present their folktales as skits.
4. Students will be exposed to some popular Korean pop music.

MATERIALS:
Poster of mandu recipe, scripts of 4 Korean folktales(The Disobedient Frog, The First to be Served. Why Pig's Nose is Short, The Vanity of the Rat), tape of Korean pop music, tape recorder, copy of mandu recipe, electric skillet, spatula, necessary ingredients from mandu recipe

PROCEDURE:
1. Ask students if they have ever had Korean food. What do you think Koreans eat? Go over some foods that Koreans eat: rice, kim-chi, vegetables, soups..etc.
2. Tell students that today we will be making a Korean food called Mandu. Have everyone say Mandu. Divide students into groups of 4-5 and show them how to make Mandu. Have students make 3-4 each. While students make mandu, have Korean pop music playing in the background.
3. After students make the food, have them work in groups to read a folktale, pick different parts, and practice to present it as a skit. (While students are working, the teacher and/or another adult should be frying up the mandu.)
4. Have students present skits and discuss how the Korean folk tales are similar and different with American folk tales and fairy tales. Are there any lessons to be learned from the folktales?
5. Have students come together and eat the mandu.

EVALUATION/ FEEDBACK:
Discuss what they thought about Korean food. Did they like it? What about the folktales? Tell students the importance of being open to

new thing from another culture.

Appendix E: Korea Lesson 3: HOLIDAYS AND YOOT NORI

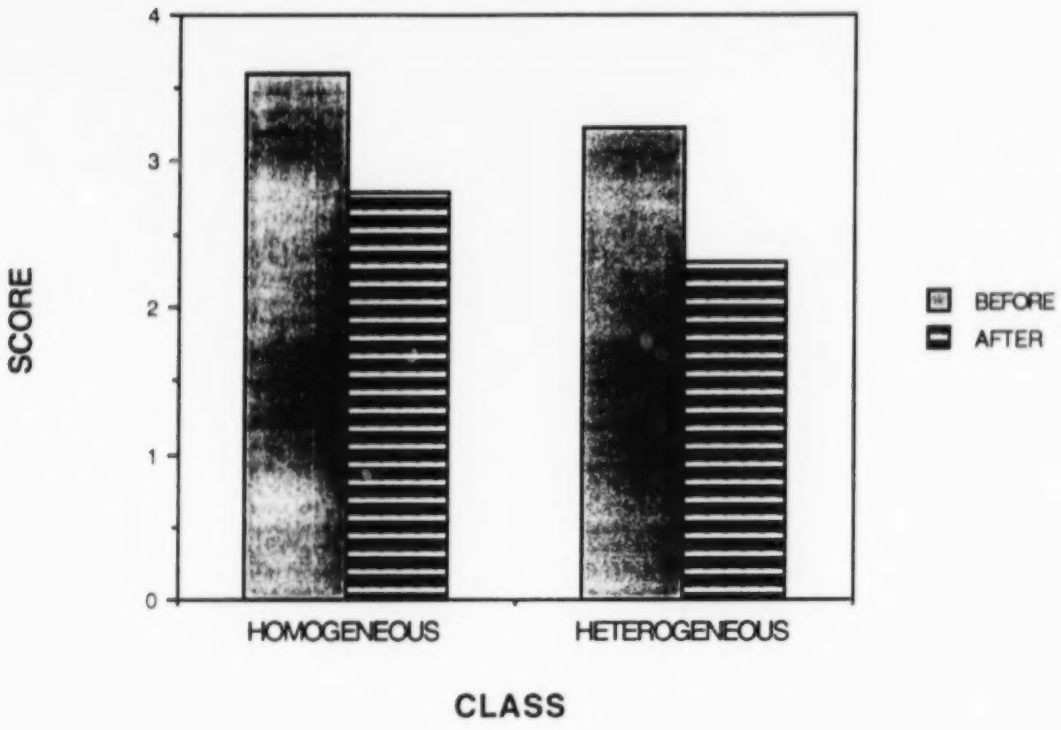
OBJECTIVES:
1. Students will learn about the different holidays in Korea like New Year's Day, Children's Day, Han Gap, and the 100 day birthday celebration.
2. Students will learn about New Year's Day celebration and the game of Yoot Nori.
3. Students will be exposed to the traditional Korean costume, the hanbok.

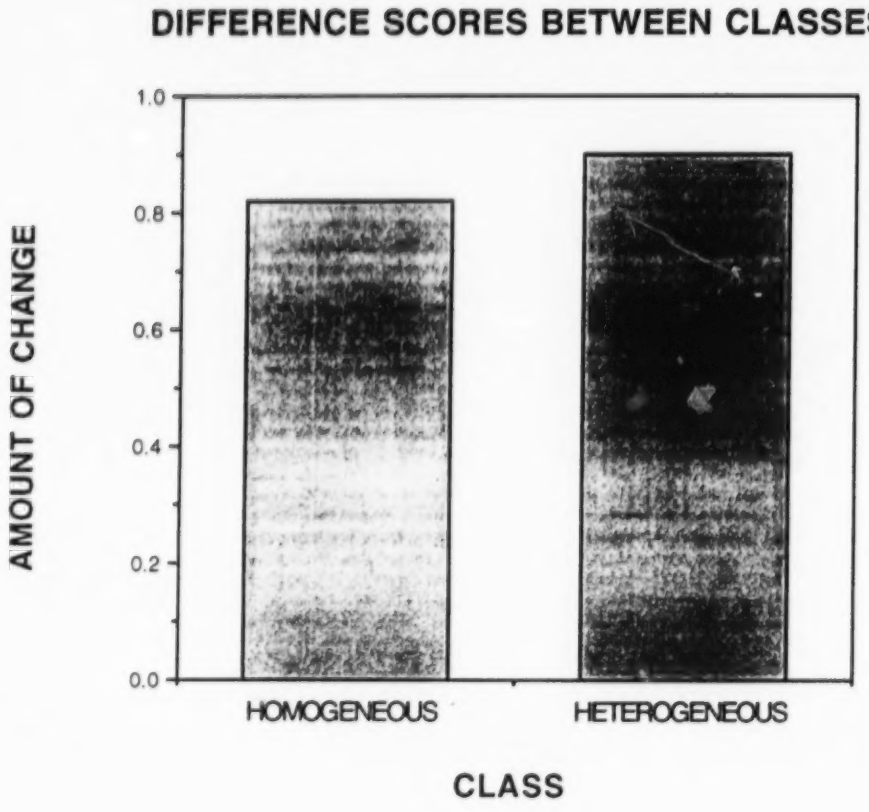
MATERIALS:
2 sets of Yoot Nori game, poster of Yoot Nori rules, hanbok, posters of different holidays, sheet of rules about Yoot Nori

PROCEDURE:
1. Be dressed in a hanbok and greet the kids in a traditional Korean manner.
2. Tell kids about the traditional costume and how most people don't wear it everyday but on special occasions like holidays and for celebrations.
3. Go over the different holidays- dates, activities, significance.
4. Go over the New Year's Holiday. Teach the students how to play the game of Yoot Nori. Go over the rules, the game pieces and show how the rules are applied.
5. Show kids how to throw the sticks and talk about safety.
6. Divide the class into two big groups and then divide the groups into teams. Do a practice game with the kids and let them play.

EVALUATION/ FEEDBACK:
How is this game similar to games in America? Did you have fun playing? What did you think about the traditional costumes? What are some costumes that traditional Americans used to wear?

CLASS AVERAGES- PRE AND POST TEST




DIFFERENCE SCORES BETWEEN CLASSES
AMOUNT OF CHANGE
1.0
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